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ABSTRACT

The document presents an overview and rationale for implementing career education programs in Louisiana and provides a loose structure wherein parishes can develop programs suited to their needs. Specific career education goals and objectives that were considered to be desirable for students to attain were identified and evaluated in a series of regional conferences. A description of the career education goals and objectives and suggested activities are presented separately for the following levels: (1) lower elementary students (age nine), with emphasis on self-awareness and motivation, (2) junior high school students (age 13), the career exploration stage when students begin to examine job opportunities available within the 15 job clusters, and (3) senior high school students (age 17), presenting career and occupational development objectives based on practical training oriented acquiring job entry skills for employment or advanced study and training. At each level, student objectives and goals focus on: (1) possession of positive attitudes toward self, others, and work; (2) awareness and practice of effective work habits; (3) possession of basic skills useful in careers; and (4) preparation for making career decisions. Appended materials include information on the various activities held to formulate these goals and objectives. (Author/EC)

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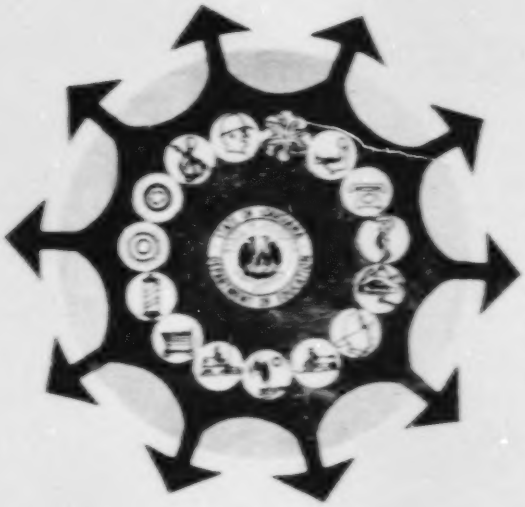
# LOUISIANA CAREER EDUCATION GOALS AND OBJECTIVES 1975



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Louis J. Michot, Superintendent

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PUBLICATION 1446

# LOUISIANA CAREER EDUCATION GOALS AND OBJECTIVES

Prepared by
Bureau of State Assessment
Dr. Everett V. Worcester, Director

and

Career Education Section
Dr. Bobby E. Wicker, Director

The Division of
Instructional Services
Rene' Calais, Assistant Superintendent

Issued by

STATE DEPARTMENT OF EDUCATION
Louis J. Michot, Superintendent

# PREFACE

Since his inauguration in the spring of 1972, Superintendent Louis J. Michot has given major attention to the development of a comprehensive career education program statewide.

One of the first steps taken was to develop a State Plan for Career Education. This document presented an overview and rationale for implementing career education programs and provided a loose structure within which parishes could develop programs suited to their unique needs.

As the concept of career education became more clearly defined and as parishes throughout the state began to more thoroughly develop career education programs, it became apparent that there were a large number of commonly accepted goals and objectives that were desirable for all students to acquire.

Chapter I discusses the steps that were taken to identify the specific career education goals and objectives that were considered to be desirable for students to attain. Chapters II through IV present the specific goals and objectives that were identified. Chapter II presents the goals and objectives considered to be important for lower elementary students to acquire; Chapter III presents the goals and objectives considered to be important for junior high school students to acquire; and Chapter IV contains the career education goals and objectives felt to be important for senior high school students to have acquired prior to leaving high school.

Career education goals do not belong to a single discipline. Rather, the area includes many of the general achievements that result from general education and from guidance and counseling. These general achievements include accurate self-evaluation, thoughtful career planning, realistic attitudes toward work, employment-seeking skills, effective work habits, and the development of skills generally useful in a variety of occupations.

Specific vocational or occupational skills have been purposely omitted from career education goals listed in this booklet. The goals included relate to generally useful skills which are required through general education and work experiences and not through specific skills acquired by training in a particular vocation.

Some terms frequently used throughout the career education goals could possibly be interpreted in several ways. Within the context of the career education goals, "work" generally refers to remunerative activity for earning a living. This term can also be correctly interpreted as activity engaged in outside of the eight-to-five world of work, sometimes without remuneration, such as volunteer services and creative pursuits. The "world of work," however, should be interpreted as the human society of employment, or systems of jobs. "Occupation" is used to refer to a person's principal specialty of work. "Career" refers to a series of jobs over a period of time.

Many of the objectives in this publication are followed by suggested activities that students should be able to do in order to demonstrate that they have acquired the specific objective. We are hopeful that these suggested

activities will be of benefit to classroom teachers as they attempt to more fully implement the concept and activities of career education. Included among the performance activities are identifying, listing, associating, relating, discussing ideas and demonstrating projects. They are not intended as lesson plans of special performance objectives and activities, but rather as basic minimum competencies which could be achieved in the normal teaching-learning process. Naturally, teachers can use other activities and techniques to accomplish the objectives. The activities listed are not inclusive of what should be done in classroom instruction but only serve as examples of what can be done.

The chapters containing the specific career education goals and objectives have been color coded so as to assist teachers in locating the goals and objectives appropriate for their specific age levels.

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# CHAPTER I

## Introduction

Since the onset of Superintendent Michot's administration, much emphasis has been placed on developing the concept of career education in the public schools of the state. All local school systems have received special monies to inaugurate programs emphasizing career education. Educational funds have also been provided to give in-service training to the school systems' professional staffs. In addition to the monies supplied at the state level, many local systems have spent additional funds on programs designed to strengthen career education offerings.

The State Department of Education has exhibited aggressive leadership in encouraging school systems to develop career education programs pertinent to local needs. As indicated in the preface, the State Plan for Career Education has served as a loose framework as the 66 local school systems of the state developed programs uniquely designed to meet their needs in career education.

Throughout this entire developmental stage, large numbers of educators, business and community leaders, parents, students, legislators, and others have met to learn about, discuss, and provide assistance in implementing this program.

While the State Department of Education has no desire to mandate the total scope of career education program offerings at the local level, it is interested in promoting a common core of ideas that each career education program should encompass. In fact, this is essential if the State is

to be held accountable for this program. Without a skeleton of commonly accepted goals and objectives for career education programs, the task of assessing the progress of career education statewide cannot be fulfilled.

With this in mind, the Career Education Section (an umbrella-type bureau assisting all other bureaus in developing and implementing career education in Louisiana) and the Bureau of State Assessment began, in the fall of 1974, to stimulate interest in developing a comprehensive set of goals and objectives for career education. The first step taken in this regard was to request permission from the Education Commission of the States to reproduce the career education goals and objectives that had been developed by the National Assessment of Educational Progress. This set of goals and objectives had been developed over a period of years by a large number of knowledgeable people from throughout the country and it was felt, by the leadership of the State Department of Education, that these goals and objectives would provide an excellent beginning point in the development of our own goals and objectives for this area.

Thus, the first step in this process was to publish and distribute to all schools of the state Publication 1409, entitled Louisiana Career Education Objectives--What Should They Be?[1] In essence, this bulletin was a reproduction of the goals and objectives that had been utilized at the national level.

In early December, 1974, a 38-member career education advisory council was appointed by the State Superintendent of Education to help in the

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[1]State Department of Education of Louisiana: 1974, Louisiana Career Education Objectives--What Should They Be?, Bulletin 1409.

planning and development of the goals and objectives for this area (see Appendix A). The first meeting of this advisory council was held in January, 1975. As a result of this meeting, it was decided that a series of regional conferences should be conducted to solicit the ideas of key people in each region of the state relative to what the goals and objectives for career education should be. Advisory council members in each of the eight planning regions of the state were asked to submit the names of approximately 50 people in their area whom they felt should be invited to the regional meetings. The Assessment Bureau then formally invited these nominees to participate in the conference in their region.

During February and March, state education personnel held a career education conference in each of the eight planning regions (see Appendix B for the schedule of events). Prior to the meetings, each participant was forwarded a copy of Career Education Objectives--What Should They Be? and was assigned to either the elementary, junior high, or senior high discussion section (see Appendix C for a sample agenda). In addition, each participant was asked to bring to the meeting any additional materials or ideas that he might have relating to career education goals and objectives (see Appendix D). Approximately 50 people attended each regional conference, and as a result, a wealth of valuable information was compiled reflecting what people from throughout Louisiana felt to be important for students to learn in the area of career education.

The information gleaned from the regional conferences was compiled by the Assessment staff and forwarded to the state advisory

council for their examination. The advisory council then reconvened during the month of March to examine the material and identify a common core of goals and objectives held to be important in all regions.

Assessment staff personnel developed a rough draft of these goals and objectives and forwarded them to council members in April. The members were asked to critique the material and forward their ideas to the Assessment section (See Appendix E). The career education goals and objectives presented in the remainder of this publication are the end product of this series of meetings and conferences.

## CHAPTER II

### Nine-Year-Old Career Education Goals and Objectives

The Louisiana State Plan for Career Education is sequential and experienced based. It places emphasis at the lower elementary level on self-awareness and motivation, and this will be in evidence in the goals and objectives presented in this publication. In addition, the reader will note that acquisition of the basic skills is emphasized throughout the goals and objectives presented in this publication. Career Education, as envisioned by the Department, should place heavy emphasis on basic skills acquisition at all age levels in addition to developing personal and job-related skills.

A summary of the goals and objectives is presented below, followed by a detailed description of each goal and objective with numerous suggested activities for accomplishing these goals and objectives.

### Summary of Career Education Goals and Objectives

### 9-Year-Old

I. Possesses Positive Attitudes Toward Self, Others, and Work

- A. Develops a positive self concept
- B. Appreciates positive interpersonal relationships
- C. Is aware of and develops an understanding and appreciation for the value of work

II. Is Aware of and Practices Effective Work Habits

- A. Practices effective work habits and assumes responsibility for own behavior
- B. Is aware of and practices good health, grooming, and physical fitness

III. Possesses Useful Basic Skills

A. Is aware that basic communication skills are a necessary requirement for the world of work
B. Is aware of and develops the basic computation skills and recognizes their value in achieving individual goals
C. Is aware that decision making includes responsible action in identifying alternatives and selecting the alternative most consistent with one's goals
D. Is aware of and possesses useful manual-perceptual skills
E. Begins to develop employment-seeking skills

IV. Prepares for Making Career Decisions

A. Is aware of and understands characteristics and requirements of a variety of occupations
B. Is aware of working conditions and life styles associated with different occupations

## Career Education Objectives

### 9-Year-Old

### I. POSSESSES POSITIVE ATTITUDES TOWARD SELF, OTHERS, AND WORK

An occupation or career is only one way of achieving personal self-fulfillment in life. Nevertheless, it is possible within the context of career education to identify desirable attitudinal goals that should result from the educational process. Thus, the Louisiana State Assessment of Educational Progress seeks to assess the attitudes of students toward competence and excellence in endeavors of many different kinds, interpersonal skills, and pride in one's own achievements.

A. Develops a positive self-concept.

1. Seeks knowledge of and accepts himself as a worthy individual.

(a) Discusses own interests and abilities with teachers, peers, guidance counselors, and parents. For example:

Talks about what activities he likes and dislikes and about problems and successes he has had in school subjects; asks others for feedback about how well he performs various activities.

(b) Participates in activities which lead to more informed and accurate perceptions of one's own interests and abilities. For example:

Looks at and reads different books and magazines; has hobbies; does part-time jobs; plays many kinds of games or sports; goes to various community programs, events, and places of interest.

(c) Knows that strengths are gained through exercise of abilities. For example:

Knows that practice is required to become a good pianist, dancer, ballplayer.

2. Is aware of own current interests and values; capabilities and limitations.

(a) Discriminates among own current likes and dislikes in leisure time activities and home chores. For example:

Is aware that he likes reading better than music, likes riding bicycles more than solving puzzles, likes caring for pets better than cleaning up rooms, enjoys group games more than playing by himself.

(b) Perceives own strengths in physical skills, leisure time activities, home and school responsibilities, and interpersonal relations. For example:

Is aware that he can play baseball but cannot swim, does school homework on time but often forgets to do home chores, gets along better when playing with a single peer than with a group.

B. Appreciates positive interpersonal relationships.

1. Is aware of and develops an understanding of peers and others.

(a) Works effectively with peers, co-workers, and others. For example:

Treats others respectfully, shares and takes turns; presents own beliefs and experiences while determining group activities; helps others in need of assistance in such ways as assuring that other children are included in activities, explains school work, and helps search for lost articles; refrains from making fun of others, tells the truth; returns articles borrowed from others; keeps promises.

(b) Is aware of and appreciates individual skills and abilities of others. For example:

Respects and admires others who try to achieve to the best of their abilities.

(c) Learns to appreciate and adjust to constructive criticism by peers.

2. Is aware of and appreciates responsibility for others.

3. Interacts constructively with others.

(a) Responds positively to other persons different from himself while working with them.

(b) Interacts constructively with adult figures. For example:

Is receptive to and benefits from suggestions and constructive criticism; complies with decisions made by teachers, parents, and other persons with legitimate authority; seeks assistance when needed; interacts effectively to reach common goals, insists that reason rather than authority be the basis of decisions; defends own rights in face of unreasonable or illegitimate demands.

(c) Provides effective leadership. For example:

Offers suggestions about how to do things; explains what the rules are; helps others improve their performances; explains consequences of different choices as bases for group decisions.

C. Is aware of and develops an understanding and appreciation for the value of work.

1. Is aware that people depend upon the jobs of others to help meet their needs.

(a) Develops pride in his work and understands the interdependence of jobs.

(b) Is aware of the importance and value of all types of work.

2. Is aware of and seeks personal fulfillment through own achievements.

(a) Tries to do his best in school and home work.

(b) Enjoys the process of learning and the development of his skills.

(c) Recognizes the value of his accomplishments.

3. Is aware that competence and excellence are held in high regard.

(a) Recognizes and appreciates the efforts and accomplishments of others that merit acknowledgement. For example:

Scholarship, athletic prowess, and creativity.

(b) Acclaims others deserving of praise or recognition.

## II. IS AWARE OF AND PRACTICES EFFECTIVE WORK HABITS

Effective work habits are essential to satisfactory job performance, no matter what one's career or occupation. Until a worker has developed good work habits in applying his generally useful and occupationally specific skills, his career development is not complete.

By the age of nine, children should be exhibiting behaviors in their school work, home chores, and play activities that are the roots of effective work habits.

A. Practices effective work habits and assumes responsibility for own behavior.

1. Knows he is responsible for his own behavior.

(a) Attends school regularly and is usually punctual for scheduled meetings and appointments. For example:

Classes, transportation, lunch, school, office, out-of-class meetings, and home schedules.

(b) Pays attention to assignments and explanations; completes and submits homework and project assignments when due; checks own work for thoroughness and accuracy.

(c) Does fair share in any group task. For example:

Does own part of team work, and helps clean up classroom.

(d) Observes rules and regulations, questioning those he believes to be unfair.

(e) Keeps parents and teachers informed of his whereabouts. For example:

Field trips, meetings, games, at play in the community.

(f) Avoids damaging others' property and exercises care for own and others' safety.

(g) Assumes responsibility for own learning and behavior.

2. Plans and carries out work assignments and other short-term goals.

(a) Uses initiative but seeks assistance when needed. For example:

Does his work without being prodded; asks teachers to explain material not understood; asks family members to listen to and prompt material to be memorized; asks librarians for help in locating reference materials.

(b) Is resourceful in accomplishing work. For example:

Thinks of ways to get home chores done more quickly, as by combining several errands.

(c) Plans work. For example:

Knows when school assignments are due; writes down assignments rather than depending on memory; knows home and outside responsibilities; allows adequate time to complete assignments before deadlines; has necessary supplies, books, and equipment ready when needed; concentrates on completing one activity at a time; avoids losing time through procrastination and diversion by less important activities; volunteers ideas during group planning.

3. Adapts to varied conditions.

(a) Adjusts to temporary changes in classroom or school schedules such as rainy days and assemblies.

(b) Continues to work despite distractions such as noise and visitors.

(c) Tolerates nonideal work surroundings.

B. Is aware of and practices good health, grooming, and physical fitness.

1. Attends regularly to personal hygiene. For example:

Bathes, washes hands before meals and after using restroom.

2. Goes to school health offices. Informs teachers and/or parents when he is ill and needs medical attention.

3. Stays at home when ill or when he has communicable diseases.

III. POSSESSES USEFUL BASIC SKILLS

The main categories of generally useful skills are numerical, communications, manual-perceptual, information-processing and decision-making, and employment-seeking. Some of these skill categories apply to

specific subject areas besides career education. For example, communication skills are related to the reading area; numerical skills are included in the mathematics area; information-processing and problem-solving skills include many social studies behaviors. To minimize overlaps, practical or on-the-job behaviors, rather than academic skills, have been selected to illustrate the career education objectives whenever possible.

Although not strictly a generally useful skill, employment-seeking skill has been included under this goal. It is useful not only for initial job entry but also for improvement of occupational status and is a necessary complement to the other generally useful skills.

A. Is aware that basic communication skills are a necessary requirement for the world of work.

1. Develops techniques for communication.

(a) Explains, describes, demonstrates, and gives directions. For example:

Directs persons to nearby landmarks, using chalkboards or paper to aid in giving directions; instructs others in the rules of children's games; uses checkerboards to show how to lay out hopscotch grids, make paper hats, address envelopes, and solve puzzles; uses felt board to illustrate class talks.

(b) Gives speeches. For example:

Presents book reports; tells about trips taken and events attended.

(c) Writes legibly and speaks clearly. For example:

Prints and writes in script, spells words used correctly; pronounces words clearly; uses language understandable to peers and associates.

(d) Interacts verbally with others. For example:

Converses with other persons face-to-face and on telephones; participates in group discussions; relays oral messages verbally and in writing; asks and answers questions; introduces persons.

(e) Understands speech areas in order to develop good listening skills (such as tone, ratio, inflections, and mispronunciation).

B. Is aware of and develops the basic computation skills and recognizes their value in achieving individual goals.

1. Is aware that development of skills takes place over time and develops from simple to complex.

2. Develops generally useful cognitive numerical skills.

(a) Performs calculations and transactions involving money. For example:

Makes change; totals up own purchases; does very simple mental computations without figuring on paper.

(b) Understands numerical values in graphs, charts, and tables. For example:

Reads calendars; reads bar, line, or circle graphs; reads data from height-weight charts.

(c) Uses measurement equivalents, ratios, and proportions. For example:

Converts linear, time, liquid, and weight measures, such as feet to inches, minutes to hours, gallons to quarts, ounces to pounds; determines the number of cents in given denominations of coins.

(d) Estimates numerical quantities. For example:

Estimates lengths of rooms, heights of persons, product and quotient of two small whole numbers; estimates sizes of pieces of paper needed to wrap packages, estimates number of pieces of colored paper needed to cover bulletin boards; estimates time required to complete simple tasks.

(e) Writes reports and summaries. For example:

Writes book reports; summarizes movies; writes down school assignments.

(f) Writes letters, want ads, and telegrams. For example:

Writes letters to sick classmates and thank-you notes to relatives or resource persons.

(g) Fills out forms. For example:

Completes personal data cards for school and clubs; fills out simple order blanks as on cereal boxes and in magazines.

2. Is aware of the role interpretation plays in communication.

(a) Understands that listening is a prerequisite for understanding communication.

(b) Understands written instructions, directions, and information. For example:

Follows printed directions on tests, and directions for assembling parts of an object; uses references such as dictionaries, telephone books, and TV program schedules; follows game instructions.

(c) Understands spoken instructions, directions, and information. For example:

Understands instructions which explain how to run errands and follow directions to go from one place to another; understands school announcements such as what to do in emergencies; understands information given by speakers and in films.

(d) Understands pictorial, graphic, and symbolic information. For example:

Distinguishes between right and left hands; knows meanings of common warning signs; understands ideas presented in progress charts, geographical maps, and line graphs.

3. Develops skills in self-expression.

(a) Compares numerical values. For example:

Arranges lists of numbers in increasing order of sizes; states whether one of two given magnitudes is smaller, equal to, or larger than the other; compares weight and size of two objects.

(b) Calculates amounts needed to do practical jobs. For example:

Calculates number of cans of pet food to buy for a certain number of days, how much candy to buy for groups of children, number of pieces of paper needed by classrooms of pupils to do projects.

(c) Makes graphic representations of numerical quantities. For example:

Draws lines of specified lengths with rulers; colors halves and quarters of circles; makes simple bar and line graphs.

(d) Interprets statistical data. For example:

Knows order of letter grades and meaning of arithmetical averages; comprehends relative sizes, as of populations.

C. Is aware that decision making includes responsible action in identifying alternatives and selecting the alternative most consistent with one's goals.

1. Is aware that there is a process by which decisions are made.

(a) Learns efficiently and remembers specifics, procedures, and principles which are basic to further learning or which are frequently needed in his work. For example:

Learns new concepts, principles, and skills associated with school curricula; learns and remembers new procedures and generally useful skills associated with home and extracurricular activities such as rules for playing games and how to dial telephones; memorizes important specifics such as phone numbers, names, addresses, and dates.

(b) Applies concepts, principles, and procedures in circumstances different from those in which learned. For example:

Uses arithmetic to add up costs of own purchases at stores; uses reading skills learned in school to read books of own choice during leisure time; when outdoors, looks for specimens studied in nature classes and for phenomena studied in science classes; uses principles of friction to prevent falling on slippery stairs; uses knowledge of growth to plant and raise gardens.

(c) Analyzes information and defines problems. For example:

Distinguishes errors in what he observes, reads, and hears; notes contradictions in different descriptions of the same event; identifies errors in arithmetical computations; recognizes grossly illogical statements.

(d) Collects and organizes data. For example:

Knows sources of various kinds of information; lists topics to include in letters; organizes information into sensible outlines; schedules a day's play, study, and home chores; schedules activities for small groups of children; arranges items on shelves; organizes objects by size, material, and use.

(e) Develops and evaluates alternatives. For example:

Determines alternative routes to walk between school and home and knows advantages and disadvantages of each; thinks of several possible ways to spend an evening and evaluates them in terms of the amount of fun each would offer; evaluates TV programs offering two different types of entertainment; evaluates various possible gifts in terms of the interests and tastes of the intended recipients.

(f) Makes decisions or chooses alternatives in terms of relevant criteria. For example:

Judges oral class reports of other students by applying given standards; selects the most pertinent reference facts to include in reports; decides the sequence in which to perform tasks; chooses activity clubs to join; decides which of several motion pictures to attend.

2. Develops and takes steps to implement a course of action to develop a better way of doing things.

(a) Devises plans, new ideas, and better ways of doing things. For example:

Thinks of new games to play; thinks of arguments to persuade someone; makes up stories, poems, and tunes; plans parties; thinks of gifts to buy or make; finds shortcuts.

(b) Implements and modifies plans on the basis of feedback. For example:

Follows through on activities planned unless unexpected circumstances arise to alter them; works faster to complete projects if time grows short; substitutes indoor games for outdoor play if it rains; selects different books if first choices are being used by others.

D. Is aware of and possesses useful manual-perceptual skills.

1. Develops skills in physical coordination.

(a) Makes and assembles, using appropriate materials. For example:

Makes posters, selecting paper strength and weight; builds wooden bird houses, puzzles, and yard toys, recognizing differences between very soft and hard woods; makes doll dresses; makes watercolor and finger paintings and papiermache objects; carves paraffin and soap figures; stirs and bakes premixed cakes; folds and glues bookcovers; assembles tinker toys and erector sets, recognizing that metals are stronger than woods; mounts rock, coin, and stamp collections; assembles tabbed cutout and standup scenes and jigsaw puzzles.

(b) Adjusts, repairs, and maintains. For example:

Sets thermostats and alarm clocks; adjusts weights on scales, replaces batteries in flashlights; sews on buttons; mends tears in clothing and pages of books; lubricates bicycles and roller skates; polishes shoes; takes care of pets and plants; clears tables and washes dishes; makes beds.

(c) Makes visual representations. For example:

Draws simple maps showing directions to familiar landmarks; draws pictures showing general shapes of objects such as vases and blocks of wood.

2. Develops skills in manipulating small tools.

(a) Uses common tools and equipment. For example:

Uses tools such as hammers, screwdrivers, pliers, scissors, manual can openers, rotary egg beaters, bottle openers, rulers, and measuring spoons and cups; uses equipment such as roller skates, bicycle, broom and dustpan, vise, needle and thread, toaster, dial telephone, vending machines, and self-service elevators.

(b) Reads displays and scales. For example:

Reads rulers, room thermometers, clocks, bathroom scales, measuring cup scales, tire pressure gauges, and heat settings on irons; interprets weather vanes.

E. Begins to develop employment seeking skills.

1. Is aware of implications of working independently and with others, with and without supervision.

(a) Assumes responsibility for performing specific tasks at home and at school.

(b) Works effectively on individual and group projects.

2. Develops knowledge of general factors associated with work.

(a) Knows commonly used terms relating to work (such as employer, employee, and want ads).

(b) Knows general factors associated with jobs (such as pay, hours, and vacation).

## IV. PREPARES FOR MAKING CAREER DECISIONS

This goal covers knowledge and activities necessary for making informed career decisions. One generally thinks of career planning primarily in terms of high school or college students; however, career planning is a life-long task of exploring and weighing reasonable alternatives. Even among nine-year-olds there are behaviors that will bear fruit later in intelligent career decisions. For nine-year-olds such behaviors include a beginning awareness of abilities, interests, working conditions, and life styles that are associated with particular occupations.

A. Is aware of and understands characteristics and requirements of a variety of occupations.

1. Is aware of the variety of work that people do to make a living.

(a) Knows the major duties and required abilities of different careers and occupational families. For example:

Is aware of the main functions of highly visible careers and occupations (such as teacher, housewife, store clerk, waiter, doctor, nurse, service station attendant, policeman, fireman, farmer, mailman, barber).

(b) Knows differences in work conditions among and within occupational families. For example:

Knows major ways in which occupations differ (such as physical or mental, indoor or outdoor, work with people or work with things).

2. Is aware of and understands that different skills, abilities and levels of training are required for different occupations.

(a) Knows that doctors and teachers go to school longer than barbers and file clerks.

(b) Understands career specialization in society.

B. Is aware of working conditions and life styles associated with different occupations.

1. Is aware of the impact of social and technological changes on occupations. For example:

   Is aware that some jobs (such as handcraftsmen, elevator operators) tend to become obsolete and new types of jobs (such as space technicians, astronauts, and computer operators) are created because of social and technological changes.

2. Knows important factors that affect job success and satisfaction. For example:

   Knows that how well a worker does his job often determines whether he keeps the job and earns more money.

3. Seeks information about occupations in general or about specific jobs. For example:

   Asks teachers, counselors, and other adults about what they do at work and what different kinds of workers do on their jobs; visits factories, dairies, and businesses; views films that describe jobs.

## CHAPTER III

### Thirteen-Year-Old Career Education Goals and Objectives

As defined by the Louisiana State Plan for Career Education, 13-year-olds are in the third stage of the sequential career development plan. This stage, known as career exploration, is a time when students begin to examine in a systematic, in-depth way the many job opportunities available within the fifteen job clusters defined by the Department of Health, Education, and Welfare. These job clusters include:

Business and Office Occupations;

Consumer and Homemaking-Related Occupations;

Personal Services Occupations;

Health Occupations;

Agri-Business and Natural Resources Occupations;

Construction Occupations;

Marketing and Distribution Occupations;

Communication and Media Occupations;

Marine Science Occupations;

Public Service Occupations;

Manufacturing Occupations;

Hospitality and Recreation Occupations;

Transportation Occupations;

Environment Occupations; and

Fine Arts and Humanities Occupations.

It is a period when students continue to examine themselves and their abilities, likes, and dislikes in terms of the many jobs they explore. "Hands-on" experiences are strengthened and many simulated work experiences are introduced into the school curriculum during this stage.

It should be kept in mind that students at the 13-year-old age level are presumed to have acquired all of the knowledge, skills, understandings, and experiences defined in earlier stages of the Louisiana State Plan for Career Education and cited earlier at the nine-year-old age level.

Summary of Career Education Goals and Objectives

13-Year-Old

I. Possesses Positive Attitudes Toward Self, Others, and Work

- A. Holds competence and achievement in high regard
- B. Seeks personal fulfillment through own achievements
- C. Values work in terms of societal goals

II. Is Aware of and Practices Effective Work Habits

- A. Assumes responsibility for own behavior
- B. Uses initiative and ingenuity to fulfill responsibilities
- C. Adapts to varied conditions
- D. Maintains good health and grooming

III. Possesses Basic Skills Useful in Careers

- A. Has generally useful numerical skills
- B. Has generally useful communication skills
- C. Has generally useful manual-perceptual skills
- D. Has generally useful information-processing and decision-making skills
- E. Develops generally useful interpersonal skills
- F. Develops basic skills for employment

IV. Prepares for Making Career Decisions

A. Knows own characteristics relevant to career decisions
B. Explores the characteristics and requirements of different careers and occupations
C. Relates own personal characteristics to occupational requirements
D. Plans for career development or change

Career Education Objectives

13-Year-Old

I. POSSESSES POSITIVE ATTITUDES TOWARD SELF, OTHERS, AND WORK

Today more than ever there is a great diversity of life styles. An occupation or career is only one way of achieving personal self-fulfillment in life. Nevertheless, it is possible within the context of career education development to identify desirable attitudinal goals that should result from the educational process. Thus, Louisiana Assessment seeks to assess attitudes toward work not only in terms of societal goals but also as acceptance and understanding of the diversity of life styles, regard for competence and excellence in endeavors of many different kinds, and pride in one's own achievements.

A. Holds competence and achievement in high regard.

1. Appreciates the accomplishments and contributions of others regardless of their backgrounds. For example:

Ethnic group, sex, education, and nationality.

2. Recognizes the satisfaction attained by engaging in nonpaying volunteer activities in addition to the normal workday.

3. Recognizes the personal satisfaction attained from appropriate work.

B. Seeks personal fulfillment through own achievements.

1. Sets personal goals and knows when achievements do and do not measure up to reasonable standards of excellence for themselves, and seeks to improve own performances.

2. Decides priorities and achieves satisfaction from doing well those things which are personally important.

3. Wants to achieve some economic independence through part-time and summer jobs.

C. Values work in terms of societal goals.

1. Understands the value of work and other constructive activities as social responsibilities.

2. Respects honest work engaged in for a living and does not differentially value persons on the basis of earnings, education, or occupation.

3. Recognizes the contributions and abuses of various vocations to the well-being of individuals, groups, and society.

4. Explores the free enterprise system and its success and how it relates to family.

5. Develops an awareness of the union system.

6. Recognizes the difference between the satisfaction from having earned something and being given something.

7. Knows how to work with others.

## II. IS AWARE OF AND PRACTICES EFFECTIVE WORK HABITS

Effective work habits are essential to satisfactory job performance, no matter what one's career or occupation. Until a worker has developed good

work habits in applying his generally useful and occupationally specific skills, his career education development is not complete.

By the age of nine, children should be exhibiting behaviors in their school work, home chores, and play activities that are the roots of effective work habits. These habits should be more obvious in 13-year-olds, who have had increased opportunities to learn and practice them.

A. Assumes responsibility for own behavior.

1. Knows he is responsible for his own behavior.

2. Attends school regularly and is usually punctual for scheduled meetings and appointments. For example:

   Classes, transporation, lunch, school, office, out-of-class meetings, and home schedules.

3. Pays attention to assignments and explanations; completes and submits homework and project assignments when due; checks own work for thoroughness and accuracy.

4. Does fair share in any group task. For example:

   Does own part of team work, and helps keep classroom neat.

5. Observes rules and regulations, questioning those he believes are unfair.

6. Keeps parents and teachers informed of his whereabouts. For example:

   Field trips, meetings, games.

7. Avoids damaging others' property and exercises care for own and others' safety.

8. Knows when assigned or volunteer work on extracurricular projects must be completed, as for contests, plays, and special programs; knows when and where to perform part-time job

duties; identifies explicit duties, goals, and deadlines; sets reasonable priorities on tasks, first doing those that require urgent attention or that require the most effort; schedules activities around key events that are fixed or critical; considers his own unique abilities and limitations in his planning.

B. Uses initiative and ingenuity to fulfill responsibilities.

1. Uses initiative but seeks assistance when needed. For example:

Does more than required or expected, such as reading beyond assigned pages, asking to make up work that he has missed, and volunteering to learn special skills.

2. Is resourceful in accomplishing work. For example:

Thinks of ways to perform part-time work more quickly and more effectively, as by eliminating unnecessary steps in tasks; thinks of ways to save time in doing school work or outside group tasks, as by standardizing methods of doing frequent, similar tasks; uses reminder systems such as lists of things to do.

C. Adapts to varied conditions.

1. Uses best ability in spite of setbacks.

2. Maintains self-control in emergencies (such as fires, accidents, and storms).

D. Maintains good health and grooming.

1. Refrains from use of harmful drugs.

2. Takes precautionary measures to prevent illness. For example:

Exercises regularly; avoids unnecessary exposure; eats balanced meals.

3. Takes necessary steps to regain health during and after illness. For example:

Takes prescribed medicine; rests; avoids overexertion.

4. Uses appropriate manners and dress for various occasions.

III. POSSESSES BASIC SKILLS USEFUL IN CAREERS

The six main categories of generally useful skills are numerical, communications, manual-perceptual, information-processing and decision-making, interpersonal, and employment-seeking.

Although not strictly a generally useful skill, employment-seeking skill has been included under this goal. It is useful not only for initial job entry but also for improvement of occupational status and is a necessary complement to the other generally useful skills.

A. Has generally useful numerical skills.

1. Performs calculations and transactions involving money. For example:

Figures simple budgets for allowances; totals bills of sale.

2. Understands numerical values in graphs, charts, and tables. For example:

Looks up sales tax in tables; reads dimensions on drawings; determines distances on maps; locates streets by coordinates on city maps; looks up drill and bolt sizes; reads shoe and sock size conversion tables.

3. Uses measurement equivalents, ratios, and proportions. For example:

Doubles recipes.

4. Estimates numerical quantities. For example:

Estimates areas of geometric figures such as rectangles; estimates widths of streets, sizes of windows; estimates distances in sports as for races and setting up baseball diamonds.

5. Compares numerical values. For example:

   Compares common fractions with decimal fractions, areas of two geometric figures, prices of magazine subscriptions with monthly costs.

6. Calculates amounts needed to do practical jobs. For example:

   Calculates number of cans of paint required to paint given areas, pounds of meat to serve a certain number of persons.

7. Makes graphic representations of numerical quantities. For example:

   Constructs line, bar, or circle graphs to depict given data; draws geometric figures with given areas; makes scale drawings of rooms of specified sizes; draws angles of given sizes with protractors.

8. Interprets statistical data. For example:

   Understands batting averages; understands concept of range; discovers trends from information such as population growth, accidents; distinguishes between associations and causality.

9. Explores the basic units of measurement in the metric system and is able to recognize symbols.

B. Has generally useful communication skills.

1. Communicates understandably (speaks, writes, demonstrates, and uses nonverbal means).

   (a) Explains, describes, demonstrates, and gives directions. For example:

   Tells and demonstrates how to assemble model airplanes and cars, looks up material in libraries, adjusts machinery, makes cakes, and uses simple patterns to make dresses; tells how devices work; describes the fundamentals of baseball; uses graphs, tables, maps, and pictures in written or oral reports.

(b) Gives speeches. For example:

Reports on group projects; talks on current events and social problems such as water pollution and conservation; gives campaign speeches for school offices.

(c) Interacts with other pupils. For example:

Role playing, simulations, and group activities.

(d) Writes legibly and speaks clearly. For example:

Prints and writes in script; spells age-appropriate words correctly, pronounces words clearly; uses language understandable to peers and associates.

(e) Writes reports and summaries. For example:

Takes notes from reference books; prepares reports using reference materials; summarizes magazine and newspaper articles.

(f) Writes letters, want ads, and telegrams. For example:

Writes letters and postcards requesting pamphlets and technical information; writes want ads to sell bicycles and to obtain part-time jobs.

(g) Fills out forms. For example:

Fills out school class enrollment forms, applications for part-time jobs, money orders and order blanks for multiple items as in mail order catalogues.

2. Understands communications.

(a) Understands written instructions, directions, and information. For example:

Understands instructions giving steps for preparing reports and doing projects; scans for the general notion by reading passages quickly to get the gist; reads and understands periodicals such as Boys' Life, Mademoiselle, Model Airplanes, and Farm Digest; uses references such as encyclopedias, library card catalogues, and files.

(b) Understands spoken instructions, directions, and information. For example:

Understands instructions to play new games and to do assignments; understands instructions of employers about how to do tasks and jobs.

(c) Understands the difference between the written and spoken word.

(d) Is aware that in bilingual situations people think in native tongues and thus this involves translations.

(e) Understands the nature of and practices good listening skills.

(f) Understands pictorial, graphic, and symbolic information. For example:

Understands meanings of street and highway signs; knows common abbreviations; interprets line, bar, and circle graphs.

3. Interacts verbally with others. For example:

Converses with other persons face-to-face and on telephones; participates in group discussions; relays oral messages verbally and in writing; asks and answers questions; introduces persons.

C. Has generally useful manual-perceptual skills.

1. Uses common tools and equipment. For example:

Uses tools such as hand saws, chisels, squares, levels, wrenches, tape measures, knives, compasses, and protractors; uses equipment such as electric mixers, irons, drills, sewing machines, knife sharpeners, air pumps, paper cutters, lawn mowers, and vacuum cleaners.

2. Makes and assembles, using appropriate materials. For example:

Makes skate boards, doghouses, book shelves, and other such objects, using wood and plastics for those requiring beauty and ease in forming; prepares meals; assembles model airplanes,

cars, and mobiles; arranges flowers; collates and staples papers; assembles crystal sets and electrical projects, recognizing that copper is used instead of steel for conducting electricity; sews aprons and pot holders; knits and crochets.

3. Adjusts, repairs, and maintains equipment. For example:

   Adjusts binoculars and microscopes; washes and waxes cars; sets timers on clock radios and stoves; sets controls on washing machines and dryers; changes bicycle tires; threads bobbins; replaces fuses in electrical circuits, cleans stoves, refrigerators; washes windows; sets mouse traps; empties or changes dust bags in vacuum cleaners, mows lawns.

4. Reads displays and scales. For example:

   Reads speedometers, fuel gauges, graduated cylinders, barometers, rain and wind gauges, clinical thermometers, cost and gallons on gasoline pumps, and sports score boards.

5. Makes visual representations. For example:

   Sketches three-dimensional pictures of rooms, objects, and buildings; draws simple floor plans of furnishings in rooms.

D. Has generally useful information-processing and decision-making skills.

1. Learns and remembers specifics, procedures, and principles which are basic to further learning or which are frequently needed in his work. For example:

   Learns and remembers new procedures and generally useful skills associated with home and extracurricular activities, such as shortcut mathematical computations and how to devise mnemonic schemes, operates farm and home equipment, uses card catalogues, and makes notes from reference books.

2. Applies concepts, principles, and procedures in circumstances different from those in which learned. For example:

   Uses acquired language skills in writing papers or in speaking in other courses; brings up ideas discussed in one class in the

context of another; uses knowledge of electricity to repair light cords; uses the science of heat and food utilization to control weight; uses knowledge of magnification to read fine print and see details on photographs.

3. Analyzes information and defines problems. For example:

   Recognizes evasiveness, propaganda, and double talk; observes poor bicycle functioning and determines cause of trouble; recognizes that educational and vocational decisions must be made; judges his own performance in school work, home chores, part-time jobs, sports and games, and peer group rapport in terms of how well he would like to be doing.

4. Collects and organizes data. For example:

   Organizes filing systems with numbers, letters, and topical headings; recognizes when there is insufficient information to solve problems; schedules programs for clubs and classes; arranges tools and materials in work bench areas; surveys the opinions of a number of friends before making decisions; evaluates sources of information.

5. Develops and evaluates alternatives. For example:

   Evaluates watercolors, chalk, crayons, and other art media against the criterion of ease of changing mistakes; considers possible outcomes of alternative actions, such as joining or not joining peer groups, doing or neglecting assigned school work, obeying or disobeying crossing guards; evaluates which of two part-time jobs to accept; evaluates which of two social activities to attend.

6. Makes decisions or chooses alternatives in terms of relevant criteria. For example:

   Judges oral class reports of other students by applying given standards; selects the most pertinent reference facts to include in reports; decides the sequence in which to perform tasks; chooses activity clubs to join; decides which of several motion pictures to attend.

7. Devises plans, new ideas, and better ways of doing things. For example:

Plans group games and projects; devises schemes for coding messages; designs stools and bookends; sets club purposes and goals.

8. Implements and modifies plans on the basis of feedback. For example:

Spends additional time on homework and less on play if homework problems require more time than anticipated; chooses other days to go to movies if help is needed at home; devises new topical headings for filing systems if original ones do not classify material as logically as expected.

E. Develops generally useful interpersonal skills.

1. Interacts constructively with supervisors. For example:

Attempts to understand responsibilities of persons in authority; expresses minority or new viewpoints constructively and works to change undesirable practices.

2. Provides effective leadership. For example:

Influences others to obtain their cooperation without dominating them; mediates differences; intercedes for those unjustly criticized; volunteers to lead group projects; sets good examples for others; praises work well done; takes the initiative in welcoming new persons to groups, putting them at ease, and helping them feel wanted.

3. Works effectively with peers, co-workers, and others. For example:

Attempts to understand viewpoints of others; is sensitive to nonverbal cues such as expressions, gestures, tone; cooperates on group projects and in team sports; talks over differences and compromises when necessary to reach agreements and solutions.

F. Develops basic skills for employment.

1. Knows kinds of jobs available to persons of his own age and sex. For example:

Delivery, domestic work, baby-sitting, gardening.

2. Knows ranges of wages currently being paid for part-time jobs he can do.

3. Knows where to look for part-time and summer jobs. For example:

   School counselors, local businesses, use of position-wanted ads.

4. Is able to read and understand help-wanted ads in local newspapers (such as abbreviated words and requirements).

5. Knows information to inquire about regarding jobs (such as pay, hours, and duties).

## IV. PREPARES FOR MAKING CAREER DECISIONS

This goal covers knowledge and activities necessary for making informed career decisions. One generally thinks of career planning primarily in terms of high school or college students; however, career planning is a lifelong task of exploring and weighing reasonable alternatives. Even among nine-year-olds there are behaviors that will bear fruit later in intelligent career decisions. For nine-year-olds such behaviors include a beginning awareness of abilities and interests, of common occupations, and of the fact that someday they will need to accept adult roles. For the 13-year-olds, continued motivation to want to learn is especially significant. At the other extreme of adulthood, career planning means weighing current occupational status against capabilities and/or through retraining and change of occupation.

A. Knows own characteristics relevant to career decisions.

   1. Is aware of own current abilities and limitations.

Is aware of own knowledge and abilities. For example:

Perceives correctly that he has ability in drawing, cannot spell very well, knows more about mechanics than most persons his age, can do better in social studies than in arithmetic; is aware that abilities and limitations may change with experience.

2. Is aware of own current interests and values.

Discriminates among own current interests and values. For example:

Is aware that he is interested in helping or serving others, likes or dislikes certain school subjects, would rather work with abstract ideas than with concrete objects, would rather sew than cook, likes outdoor jobs better than work indoors; is aware that interests and values may change as a result of future experience.

3. Seeks knowledge of himself.

(a) Explores own interests and abilities with teachers, peers, guidance counselors, and parents for the purpose of understanding that through self-knowledge and self-acceptance more effective personal or career decisions can be made. For example:

Talks about what activities he likes and dislikes and about problems and successes he has had in school subjects; asks others for feedback about how well he performs various activities.

(b) Participates in activities leading to more informed and accurate perceptions of own interests and abilities. For example:

Looks at and reads different books and magazines; has hobbies; does part-time jobs; plays many kinds of games or sports; goes to various community programs, events, and places of interest.

(c) Knows that strengths are gained through exercise of abilities. For example:

Knows that practice is required to become a good pianist, dancer, or ballplayer.

B. Explores the characteristics and requirements of different careers and occupations.

1. Explores the major duties and required abilities of different careers and occupational families.

(a) Explores which occupations are in the same field. For example:

Knows that pilots, truck drivers, and train conductors are in the field of transportation; knows that chemists and biologists are in the field of science.

(b) Explores the major duties and required abilities of common occupations and occupational families. For example:

Science--dentist, engineer, architect; social service--clergyman, social worker, school teacher; clerical--secretary, bookkeeper, bank teller; construction--carpenter, plumber, painter.

2. Explores differences in work conditions within occupational families.

(a) Explores relative income levels for common occupations. For example:

Knows that business executives earn more than unskilled workers; knows that airline pilots earn more than stewardesses.

(b) Understands that fringe benefits differ among occupations. For example:

Knows that civil servants and union members typically have prescribed benefits whereas the self-employed must plan own benefits.

(c) Recognizes that occupations influence the kind of home life persons have. For example:

Is aware that truck drivers frequently are away from home; knows that farmers sometimes must work long hours; knows that shift jobs may require work at night.

(d) Explores which people in different occupations work together. For example:

Editors and authors; carpenters and contractors; nurses and physicians.

3. Explores entry requirements for occupations.

(a) Explores relative levels of education required for common jobs. For example:

Knows that engineers go to school longer than technicians, doctors go longer than nurses; knows that airline pilots receive more training than stewardesses, machinists more than drill press operators; knows that no special education is necessary for manual laborers, farm hands, gas station attendants, and custodians.

(b) Is aware that there are relationships between school curricula and occupational families. For example:

Knows which courses are college preparatory, which are commercial, which are technical; knows that college careers can be pursued and college attended without taking the college preparatory program.

(c) Knows that there are alternate routes to some occupations and that formal education may not be the sole means of entry. For example:

Knows that experience is sometimes accepted in lieu of education; knows that training and experience can be obtained in the military service apprenticeships as well as in formal schools.

4. Is aware of the impact of social and technological changes on occupations.

Is aware that some jobs (such as handcraftsmen, elevator operators) tend to become obsolete and new types of jobs (such as space technicians, astronauts, computer operators) are created because of social and technological changes.

5. Explores important factors that affect job success and satisfaction.

(a) Knows positive and negative factors that may result in advancement on jobs or in demotion or loss of jobs. For example:

Effectiveness of work habits; quality of job performance; how the worker gets along with others; worker's attitudes; changes in job markets; favoritism; prejudice; organizational memberships; type and extent of required skills.

(b) Is aware of some reasons why people change jobs. For example:

To make more money; because they are fired; because they did not like their boss or the work; to broaden their experience; to meet new people; for self-fulfillment.

4. Seeks information about occupations in general or about specific jobs. For example:

Reads about various vocations; observes and talks with workers.

C. Relates own personal characteristics to occupational requirements.

1. Associates own abilities and limitations with possible success in present or future occupational pursuits.

(a) Explores own skills which might be used in part-time jobs and which might relate to future careers. For example:

Mowing lawns, stocking merchandise, baby-sitting, delivering newspapers, carrying heavy objects, making change, preparing meals, sewing garments.

(b) Recognizes own deficiencies while realizing that many can be overcome and, thus, do not necessarily preclude entry into desired training or occupations.

2. Relates personal interests and values to job characteristics and occupations.

Associates current interests and values with potential career fields. For example:

Associates concern for effects of pollution with possible career in ecology, interest in sewing and cooking with homemaking, interest in engines with the mechanical or engineering fields.

D. Plans for career development or change.

1. Considers relevant factors in planning toward an occupation or career.

(a) Relates the educational process to securing training basic to most occupations. For example:

Understands that the knowledge and skills he learns in and out of school will be beneficial to him and others in their future adult roles.

(b) Relates his planned curricula to own tentative career goals, modifying as new decisions are made. For example:

Plans to elect mathematics courses if he tentatively plans to be an engineer, technical courses if he plans to enter a vocational-technical training program, agricultural courses if he plans to assume responsibility for a family farm.

2. Is aware of alternative career choices or occupations and considers the consequences of career changes.

Is aware that the old pattern of a permanent, lifelong career is no longer prevalent and that an occupational preference does not necessarily lock one in permanently.

# CHAPTER IV

## Seventeen-Year-Old Career Education Goals and Objectives

This chapter presents career and occupational development objectives appropriate for students finishing senior high school. It is assumed that these students have progressed through the various stages of career development presented earlier at the 9- and 13-year-old age levels and have acquired all of the knowledge, skills, understandings, and experiences defined in earlier stages of the Louisiana State Plan for Career Education. It is important for the reader to keep in mind when examining the objectives presented in this chapter that specific vocational and occupational skills have been purposely omitted from the career and occupational development objectives listed in this bulletin.

As defined by the Louisiana State Plan for Career Education, 17-year-olds are in the fifth stage of the sequential career development plan. This calls for junior and senior high school students to engage in more intensified practical training oriented toward either the acquisition of job entry skills for employment or entry skills needed to pursue advanced study and training.

At this stage of career education development, students are expected to have an understanding and acceptance of basic work habits and attitudes and be competent in basic subjects such as reading, computation, writing and social studies.

Summary of Career Education Goals and Objectives

17-Year-Old

I. Possesses Positive Attitudes Toward Self, Others, and Work

A. Knows own abilities, limitations, and interests and sets realistic goals in line with these
B. Demonstrates an awareness of the worth and dignity of every individual
C. Possesses an appreciation for a job well done

II. Is Aware of and Practices Effective Work Habits

A. Assumes responsibility for own behavior
B. Uses initiative and ingenuity in planning for work experiences
C. Adapts to varied conditions
D. Maintains good personal hygiene

III. Possesses Basic Skills Useful in Careers

A. Has generally useful communication skills
B. Has generally useful numerical skills
C. Has generally useful information-processing and decision-making skills
D. Has employment-seeking skills
E. Has generally useful manual-perceptual skills
F. Participates in both in-school studies and out-of-school activities that enhance one's career capabilities

IV. Prepares for Making Career Decisions

A. Is aware of occupational cluster concept and the varied job opportunities within these clusters
B. Knows entry requirements of occupations
C. Knows important factors that affect job success and satisfaction
D. Recognizes that persons must update skills

Career Education Objectives

17-Year-Old

I. POSSESSES POSITIVE ATTITUDES TOWARD SELF, OTHERS, AND WORK

The development of a healthy self-concept, interpersonal skills, and an appreciation for the diversity of life styles in both work and family living should be a major emphasis of career education programs at this age level. Ideas and suggestions for the development of desirable attitudes toward self, work, and others are embedded throughout the objectives and examples contained in this chapter.

A. Knows own abilities, limitations, and interests and sets realistic goals in line with these.

1. Seeks knowledge of oneself.

(a) Perceives own specific abilities that may affect pending career decisions. For example:

Is aware that he has mechanical ability, moderate literary ability, is deficient in mathematical skills, works well at routine tasks, is persuasive, is not very creative.

(b) Is aware of own current interests and values that may affect career decisions. For example:

Knows that he is oriented toward securing immediate employment, toward performing services for others, toward scientific or clerical work, toward making or doing things with his hands.

(c) Discusses and evaluates own interests, abilities, goals, and values not only with counselors in school but also with government and private employment agencies. For example:

Discusses results of scholastic and vocational guidance tests taken for specific purposes; compares own evaluations of abilities with opinions of others he respects,

evaluates the accuracy, reliability, and relevance of information secured from different sources for making pending career decisions; uses several sources of information to avoid judging from one exposure.

2. Relates own personal characteristics to occupational requirements.

   (a) Correlates developing abilities with potential career and occupational field. For example:

   Correlates success in home economics courses with a job in a food service field, success in mathematical courses with a career in the broad field of mathematics, good performance in English composition with potential success as a journalist or other kind of writer, skill in drawing with drafting or art, hobby of rock collecting with a career in geology, experience in 4-H Clubs with a potential agricultural occupation; correlates manual dexterity with success in a craft, awards for sewing work with an apparel making occupation, enjoyment of driving cars with a transportation service job.

   (b) Identifies job characteristics which are important to him. For example:

   Earnings; prestige; intrinsic interest; training opportunities; promotional opportunities; hours; work environment; type of associates; opportunities to work with people, objects, data, and processes; to communicate ideas; to help or serve other people; to create.

   (c) Knows types of occupations most likely to satisfy his personal interests and values, and correlates realistic concepts of career fields with his developing life style. For example:

   Knows which occupations allow one to serve others; knows those occupations which permit one to work outdoors; knows which occupations have high income potential or are prestigious; knows those occupations that require performance of routine tasks; understands family satisfaction and sacrifices associated with various occupations.

B. Demonstrates an awareness of the worth and dignity of every individual.

1. Knows the rights, privileges, and responsibilities of self and others under the free enterprise system.

(a) Knows that some people have experienced inequalities in obtaining work and on jobs. For example:

Knows that the "work ethic" is a predominant attitude in America's history; knows that differences in social, ethnic, racial, and educational background make it easy for some people to obtain good jobs and difficult for others to obtain any job; recognizes that frustrated ambitions may affect attitudes.

(b) Believes that each person should strive to be self-supporting to the extent that he or she is able.

(c) Appreciates the economic interdependence of his family and other persons in the community, of businesses with other businesses, and of communities with other communities.

(d) Encourages and helps others to secure employment.

(e) Understands the purposes of laws. For example:

Laws concerning child labor, strikes, workmen's compensation, working conditions, minimum wages, and hours of work.

2. Is aware of and appreciates the diversity of jobs and skills required in present day society.

(a) Recognizes that people have different attitudes toward work. For example:

Knows that some people work only for the money, that some people find their work absorbing and rewarding, that some people avoid looking for jobs, and that some people place work second in importance to other more personally meaningful activities.

(b) Understands why people have the attitudes that they do toward work. For example:

Understands that attitudes toward work are affected by many factors such as education, age, sex, family income, race, religion, nationality, work experience, and self-concept.

(c) Encourages others to develop and to use their skills and abilities to achieve maximum competence.

(d) Accepts the diversity of life styles of others. For example:

Understands that excellence is not necessarily confined to work activities.

C. Possesses an appreciation for a job well done.

1. Works effectively with peers, co-workers, and others.

(a) Knows what makes for good working conditions. For example:

Attempts to understand responsibilities of persons in authority; expresses minority or new viewpoints constructively and works to change undesirable practices.

2. Elicits better efforts from others by good example, encouragement, and enthusiasm.

(a) Schedules, coordinates, and evaluates objectively the work performance and work product of others.

(b) Assumes responsibility for errors of groups of which he is leader.

## II. IS AWARE OF AND PRACTICES EFFECTIVE WORK HABITS

Effective work habits are essential to satisfactory job performance, no matter what one's career or occupation. Until a worker has developed good work habits in applying his generally useful and occupationally specific skills, his career and occupational development is not complete.

By the age of nine, children should be exhibiting behaviors in their school work, home chores, and play activities that are the roots of effective work habits. These habits should be more obvious in 13-year-olds, who have had increased opportunities to learn and practice them. The behaviors should have become habitual in the actions of 17-year-olds in school and at work.

A. Assumes responsibility for own behavior.

1. Understands and accepts consequences of own actions.

(a) Performs work to the best of his ability. For example:

Prevents waste of time and effort; checks accuracy, completeness, and quality of own work and is aware of consequences of errors (knows that poor quality work may cause loss of customers or clients and will waste time and materials); acknowledges mistakes; rectifies errors; admits failure to understand.

(b) Knows own limitations and does not disregard them. For example:

Skills, knowledge, and physical stamina.

B. Uses initiative and ingenuity in planning for work experiences.

1. Plans work.

(a) Sets priorities on use of time. For example:

Knows deadlines for assignments and projects; writes notes of work assigned and of specifications for end products; is aware of own responsibilities at school, work, and home.

(b) Schedules and organizes tasks to allow optimum time to complete each one before deadlines. For example:

Allows time in schedules for unanticipated urgencies and unscheduled time demands; anticipates when work loads or schedules require modified plans or methods (uses intermediate goals as checkpoints on progress toward long-range objectives and monitors progress toward goals to detect the need for revisions in the goals themselves or in the approach being followed to reach the goals); schedules more challenging or creative work to match daily peaks in own energy cycles and more routine or passive work when energies are low; reads reports before meetings to become totally familiar with them.

2. Uses resourcefulness in accomplishing work.

(a) Is alert to better ways of doing things. For example:

Varies pace to maintain efficiency and effectiveness; eliminates unnecessary tasks; improvises methods and tools wherever possible; recommends improvements to supervisors and others.

(b) Spends minimum time in reading by:

Screening irrelevant materials, skimming for main ideas, reading selectively, and practicing rapid reading techniques.

(c) Economizes writing time by:

Preparatory outlining; writing in simple, direct style; and using standard formats for routine material.

C. Adapts to varied conditions.

1. Adjusts to varying assignments and to changes in methods and work situations.

(a) Tolerates non-ideal work surroundings and situations which cannot be changed.

(b) Attempts to change non-ideal work surroundings and situations which can be changed.

(c) Discriminates between the two.

2. Remains calm and uses good judgment in crises, emergencies, and unexpected events.

(a) Works under occasional pressure. For example:

Time, overload, and stress.

(b) Concentrates and maintains output in spite of disruptions, malfunctions, noise, and competition.

(c) Perseveres in spite of opposition, defeat, or even failure.

D. Maintains good personal hygiene.

1. Dresses and grooms appropriately for work and/or school.

(a) Knows what and when to wear certain objects of clothing.

(b) Takes good care of clothes. For example:

Properly launders and, when necessary, irons or dry cleans; repairs; stores properly.

2. Has regular medical and dental checkups.

(a) Knows how to properly care for body.

(b) Seeks professional help when needed (doctor, dentist).

III. POSSESSES BASIC SKILLS USEFUL IN CAREERS

The six main categories of generally useful skills are numerical, communications, information-processing and decision-making, employment-seeking, manual-perceptual, and career enhancing skills. The Louisiana State Plan for Career Education emphasizes development in the basic skill areas.

A. Has generally useful communication skills.

1. Communicates understandably (speaks, writes, demonstrates, and uses nonverbal means).

(a) Explains, describes, demonstrates, and gives directions. For example:

Uses actual equipment to explain processes and principles; tells how to do tasks and jobs, transfers on streetcars and bus routes, and replace parts; explains cause and effect relationships and concepts such as that of supply and demand; uses charts to describe organizations; uses diagrams to explain assembly of parts.

(b) Writes legibly and speaks clearly. For example:

Prints and writes in script; spells age-appropriate words correctly; pronounces words clearly; uses language understandable to peers and associates.

(c) Fills out forms. For example:

Completes application forms for jobs, drivers' licenses, loans, credit cards, college admission, and social security numbers; makes out accident reports.

(d) Writes reports, summaries, and special types of material. For example:

Writes minutes of meetings; describes accidents; summarizes important points of speeches; takes notes from lectures; outlines material; writes news articles, compositions, and summary reports of opinion surveys, writes telegrams, want ads, and job applications.

2. Understands communications.

(a) Understands written instructions, directions, and information. For example:

Follows directions for laying out dress patterns and installing pieces of equipment; understands instructions for completing and submitting forms; reads and understands periodicals such as sewing, knitting and homemaking magazines, Consumer Reports, and Popular Mechanics; uses references such as college catalogues, transportation schedules, and zip code handbooks.

(b) Understands the nature of and practices good listening skills.

(c) Understands spoken instructions, directions, and information. For example:

Understands information given by counselors about registering for courses, preparing for careers, and planning school activities.

(d) Understands pictorial, graphic, and symbolic information. For example:

Understands codes and symbols as used in diagrams of electrical circuits, on weather maps, on dress patterns, on house and building plans, and in technical manuals.

3. Interacts verbally with others. For example:

Participates in panel discussions; makes appointments; takes notes in interviews.

B. Has generally useful numerical skills.

1. Performs calculations.

(a) Involving money. For example:

Calculates sales tax, interest and carrying charges, balances bank accounts; budgets income; projects budgeted credit card expenditures and payments.

(b) Material and/or time to do practical jobs. For example:

Calculates how long to cook roasts, amount of feed needed for given number of farm animals, the number of square yards of carpeting needed to cover floors, the cost of gasoline for required automobile trips given the required information, and bushels of seed grain needed to sow a given number of acres.

2. Compares numerical values.

(a) Understands better buys for goods and services. For example:

Savings on commuter books versus regular fares; costs per unit, such as the better buy of two prices for canned goods; compares interest rates for goods and services; compares cost of new versus cost of used item; and compares differential earnings from feeding livestock different lengths of time.

(b) Understands numerical values in graphs, charts, and tables. For example:

Interpolates values from tables; extrapolates values from graphs; compares stock market prices; reads income tax tables.

3. Understands and uses estimates and measurement principles.

(a) Uses measurement equivalents, ratios, and proportions. For example:

Converts room dimensions into square units of floor area; expresses time and distance measures in miles per hour; scales down ingredients in mixtures; calculates miles per gallon of gasoline; figures amount of liquids for fertilizer solutions given ratio of the liquids.

(b) Estimates numerical quantities. For example:

Estimates areas of geometric figures such as triangles, circles; estimates floor areas of houses; estimates interest on principal and sum of interest and principal; and estimates the cost of weekend trips.

C. Has generally useful information-processing and decision-making skills.

1. Learns and remembers specifics, procedures, and principles which are basic to further learning or which are frequently needed in his work.

(a) Learns and remembers important concepts, principles, and skills useful in future training and employment. For example:

Typing, car maintenance, operation of office machines, steps to take in doing work in laboratories, kinds of stitches appropriate for various sewing tasks, office procedures, and how to drive cars in all kinds of traffic and weather conditions.

(b) Applies concepts, principles, and procedures in circumstances different from those in which learned. For example:

Uses principles of design to furnish and arrange rooms and to improve appearance of homes; uses knowledge of mechanisms to maintain and repair small engines; uses knowledge of automobile operation to perform routine car maintenance; uses knowledge of foods to plan and prepare meals; uses principles of physics when cooking food at different altitudes and in pressure cookers; uses shorthand to take notes and typing to prepare reports; uses knowledge of electricity to repair lamps and small appliances; uses chemistry to remove spots from clothes; uses knowledge of chemistry and biology to feed trees and gardens; uses new vocabulary words in conversations; uses the scientific method in social situations in order not to prejudge until facts are known.

2. Makes decisions or chooses alternatives in terms of relevant criteria.

(a) Analyzes information and defines problems. For example:

Recognizes unstated assumptions, emotional appeal, and illogical arguments; distinguishes relationships between the requirements of common occupations and the contents of school subjects; troubleshoots malfunctions in equipment such as typewriters and automobiles; diagnoses communication difficulties between two people; recognizes cause-effect relationships; deduces themes in literary works.

(b) Collects and organizes data. For example:

Arranges own study plans; outlines compositions, using two or three degrees of subordination; identifies and evaluates sources of information in terms of accuracy and reliability; prices articles in a number of stores before

purchasing, collects information relevant to personal characteristics and world of work; schedules and coordinates tasks of several people on projects; anticipates when supplies will be needed, accounts for time needed for delivery, and orders accordingly; combines information from two or more sources, as for term papers based on a number of reference books.

(c) Develops and evaluates alternatives. For example:

Estimates the objective and subjective probabilities of succeeding academically at several different kinds of schools; develops several plans for financial support during education or training; determines value priorities of conflicting goals such as several different places for education; weighs several job offers in light of personal criteria of desirability.

(d) Devises plans, new ideas, and better ways of doing things. For example:

Outlines plans for carrying out complex tasks such as tutoring other students and conducting opinion surveys and elections; suggests more convenient arrangements of supplies in stockrooms and locations of office equipment; designs furniture and garments; alters dresses to make them fashionable; plans to obtain financial support necessary to implement career development plans; coordinates schedules for work and extracurricular activities; plans best methods of earning varsity letters.

(e) Chooses between realistic alternatives. For example:

Decides either to repair or replace component of car depending on cost or time; decides either to buy or make dresses, depending on which is less expensive; selects several schools to apply to for admission after determining those that offer factors relevant to personal goals such as scholastic standards, financial aid, and opportunity for independent study; chooses from among several job offers the job best suited to personal characteristics, present needs, and future goals.

(f) Implements and modifies plans on the basis of feedback. For example:

Reassigns tasks of committee members if individual talents are different than originally thought; rearranges contents of kitchen cupboards to permit more efficient movements in the kitchen; modifies major curricula in school if his interests change; seeks employment if unable to obtain admission to school when first desired; modifies techniques in sports by learning from mistakes.

D. Has employment-seeking skills.

1. Prepares for job interviews.

(a) Writes letters of application and background resumes.

(b) Fills out job application forms completely, accurately, and neatly.

(c) Knows how and where to seek information regarding job openings. Such as:

State employment agencies, private employment offices, college placement offices, personnel departments, and other government agencies; knows advantages and disadvantages of each.

(d) Knows procedures of job interview. For example:

Dresses and grooms appropriately; has necessary information such as social security number, addresses and phone numbers of references; is prepared to explain what is being sought in terms of conditions and rewards for himself such as experience, hours, and pay; conducts himself with poise in interviews including manners, posture, tact, and enthusiasm.

2. Knows job conditions.

(a) Knows factors relevant to jobs he is interested in. For example:

Availability, entry requirements, geographic locations, pay scales, leaves, insurance, and vacations.

(b) Knows additional conditions of jobs about which to inquire. For example:

Union membership, fringe benefits, job demands, and opportunities for training and advancement.

E. Has generally useful manual-perceptual skills.

1. Uses common tools and equipment. For example:

Socket and compressed-air wrenches, miter boxes, calipers, electric knives, soldering irons, electric saws, lathes and sanders, polishers, farm shop machinery, typewriters, duplicating machines, and desk calculators.

(a) Makes and assembles, using appropriate materials. For example:

Makes dresses and furniture from patterns; makes indoor and outdoor objects such as trays and ornaments, recognizing that copper and aluminum do not corrode; builds objects from wood and metals and applies finishes to protect the materials from insects and the elements; makes household furnishings from plastics which resist staining; assembles "knock-down" furniture, swing sets, steel shelvings, and radio component kits; installs household appliances and traverse rods; builds slot cars; sets out plants and trees.

(b) Adjusts, repairs, and maintains equipment. For example:

Adjusts focus and hold controls on television sets; changes automobile tires; cleans and checks spark plugs; sharpens knives; adjusts tension on door closers and pulley belts; makes fine adjustments on camera apertures, carburetors, and lawn mowers; replaces faucet washers and furnace filters; paints rooms; prunes bushes and trees; repairs broken furniture and fences.

(c) Makes visual representations. For example:

Draws landscapes with proper perspectives, organizational charts, floor plans of houses and diagrams showing how belts fit on wheels to operate machinery and how film is threaded through movie projectors; sketches relative positions of vehicles in accidents.

2. Reads instruments, displays, and scales such as pressure gauges, radio and TV tube tester, and micrometers.

F. Participates in both in-school studies and out-of-school activities that enhance his career capabilities.

1. Gains exposure to or experience in career fields.

(a) Obtains part-time and summer work. For example:

Sales clerk, library page, hospital aid, office clerk, gardener, laborer.

(b) Pursues hobbies. For example:

Cars, electronics, literature, building, gardening, sewing.

2. Uses own initiative to participate in learning activities.

(a) Studies on own initiative. For example:

Reads magazines and books not required by school or work; makes conscious effort to increase vocabulary, sets up personal reading program.

(b) Participates in extracurricular and community activities. For example:

Car clubs, organized sports, 4-H drama groups, foreign language clubs, political rallies, neighborhood youth clubs, school yearbooks and newspapers.

## IV. PREPARES FOR MAKING CAREER DECISIONS

This goal covers knowledge and activities necessary for making informed career decisions. One generally thinks of career planning primarily in terms of high school or college students; however, career planning is a life-long task of exploring and weighing reasonable alternatives. Even among

nine-year-olds there are behaviors that will bear fruit later in intelligent career decisions. For nine-year-olds such behaviors include a beginning awareness of abilities and interests, of common occupations, and of the fact that some day they will need to accept adult roles. At the other extreme of adulthood, career planning means weighing current occupational status against capabilities and interests, and planning to improve within the context of present employment or through retraining and change of occupation.

A. Is aware of occupational cluster concept and the varied job opportunities within these clusters.

1. Knows of agencies and resources where information relating to career choices can be gathered.

(a) Seeks assistance from others in making tentative career decisions. For example:

Discusses plans and career problems with competent advisors such as school counselors, parents, employers, teachers, principals, clergymen, community agency personnel; seeks out people who can help him develop his interests such as successful businessmen, academicians, research scientists, musicians, skilled journeymen, union leaders.

(b) Visits places of interest. For example:

Museums, universities, aquariums, factories, planetariums, businesses, farms, proving grounds.

(c) Uses reference sources such as:

Handbook of Job Facts, Occupational Outlook Handbook, Dictionary of Occupational Titles (D.O.T.), and brochures about jobs. Prevents limiting himself totally to the more commonly recognized occupations by using the Career Day program at school and the Vocational Information Techniques Applied Locally (VITAL).

2. Knows the major duties and requirements of different careers and occupational families.

(a) Understands differences in responsibilities within occupational families. For example:

Laboratory technician, chemist, laboratory supervisor; custodian, custodian foreman, supervisor of building and grounds; stock clerk, salesperson, department head, purchasing agent, store manager; ambassador, consul, foreign service officer.

(b) Knows differences in work conditions among job clusters. For example:

Knows relative income levels (for instance, business executives earn more money than clerical employees; skilled workers earn more than unskilled workers).

Understands that public demand has an effect on jobs--public servants, writers, actors, athletes.

Knows that fringe benefits differ (for instance, civil servants and union members typically have prescribed benefits whereas the self-employed must plan their own benefits).

Recognizes that occupations influence the kind of home life persons have (for instance, truck drivers are frequently away from home, shift jobs may require work at night).

Knows that people in certain occupations work together (for instance, editors and authors, carpenters and contractors, nurses and physicians) while others have minimum contact with people (for instance, artists, game wardens, housekeepers).

(c) Is aware of the importance of social and technological changes on job clusters. For example:

Knows that new discoveries and inventions in business and industry change the requirements for various kinds of skills; knows that there are reduced opportunities in mining, factory work, and handcrafts and increased opportunities in service occupations, space, air

transportation, and computer industries; knows that major trends in the job market are toward specialized technical jobs requiring more training.

Knows that social conditions modify occupational entry requirements through such programs as New Careers, MEDEX, and the Manpower Training and Development Act.

Is aware of the trends in educational and hiring practices that enable persons with broad education in a family or group of occupations to qualify for a number of specific occupations (for example, that high school training in graphic communications permits initial employment as an apprentice or beginner in occupations such as drafting, illustrating, and cartography).

Knows that at many entrance points, educational institutions and businesses are modifying requirements for credentials, diplomas, and special qualifications; knows that performance after selection is then the criterion for retention.

B. Knows entry requirements of occupations.

1. Understands the relevance of school curricula to occupational families.

(a) Knows what courses are needed. For example:

Classes in English are relevant to careers as writers; knows what courses to emphasize for contemplated careers as biologists or home economists.

(b) Knows the length of schooling or training required for various degrees. For example:

Associate degree requires two years beyond high school; doctors must intern following academic training; a plumber or electrician must work several years as an apprentice while continuing classroom instruction in his craft.

2. Knows the specific nonacademic requirements for entry into various occupations.

(a) Union membership may be required.

(b) State and local licensing is required for many jobs.

(c) Capital investment is often necessary.

C. Knows important factors that affect job success and satisfaction.

1. Knows possibilities for career advancement.

(a) Recognizes possible results of being a good employee. For example:

A sales clerk can become a department head and a production worker can advance to foreman.

(b) Some occupations are limited or advancement produces some consequences. For example:

There are few opportunities for advancement among airline stewardesses; higher level jobs may produce greater pressures, or promotions in some occupations can be obtained only by moving to other locations.

2. Is aware of general satisfaction people obtain from various kinds of jobs.

(a) Occupational interest often outweighs monetary value in the job a person chooses. For example:

A person becomes a chef because he likes to cook. A person becomes a forester because he likes the outdoors.

(b) Receives gratification. For example:

A nurse can be of real service to others, a self-employed person makes his own decisions and can see the business develop.

D. Recognizes that persons must update skills.

1. Pursues education and training. For example:

   Investigates schools, training programs, and employment opportunities suited to own goals. Visits or corresponds with schools and training instructors; looks into vocational or on-the-job training, night schools, or correspondence courses.

2. Pursues individual efforts. For example:

   Reads widely, reads job-related periodicals, attends conferences and workshops.

## APPENDIX A

### Career Education Assessment Advisory Council

| Name | Affiliation | Region |
|---|---|---|
| Dr. Thomas Warner | St. Bernard Parish Schools | I |
| Odis O. Bryan | St. Tammany Parish Schools | I |
| Edward Pinkney | Orleans Parish Schools | I |
| Lynn Gagnon | St. Bernard Parish Schools | I |
| Dr. Charles Smith | Louisiana State University | II |
| Dr. Ray Floyd | Southern University | II |
| Tom Miller | East Baton Rouge Parish Schools | II |
| Oveal Watkins | Iberville Parish Schools | II |
| Dr. Houston Jenks | St. Charles Parish Schools | III |
| Edmund Cappel | Lafourche Parish Schools | III |
| Mrs. Melba F. Sullivan | Assumption Parish Schools | III |
| Hilton Mitchell | St. John Parish Schools | III |
| Harold Hollier | Lafayette Parish Schools | IV |
| Dr. Catherine Janes | Lafayette Parish Schools | IV |
| Murphy Fisher | St. Landry Parish Schools | IV |
| John Deshotels | St. Landry Parish Schools | IV |
| Mrs. Carolyn Jack | Iberia Parish Schools | IV |
| Aubrey L. DeRouen | Calcasieu Parish Schools | V |
| Julius Ardoin | Jefferson Davis Parish Schools | V |
| Cary W. Pardue | Calcasieu Parish Schools | V |
| Miss Judith Jones | Cameron Parish Schools | V |

| Name | Affiliation | Region |
|---|---|---|
| Mrs. Candy Nichols | Beauregard Parish Schools | V |
| Mrs. Ernestine Bridges | Rapides Parish Schools | VI |
| Dr. Billie McRae | Vernon Parish Schools | VI |
| Richard P. Smith | Grant Parish Schools | VI |
| Jim Campbell | Avoyelles Parish Schools | VI |
| Ronald N. Mayeaux | Avoyelles Parish Schools | VI |
| Ralph Rentz | Webster Parish Schools | VII |
| Don Fritz | Caddo Parish Schools | VII |
| Mrs. Geneva Elston | Bossier Parish Schools | VII |
| Mrs. Lenora Shyne | Caddo Parish Schools | VII |
| Mrs. Betty Walker | Monroe City Schools | VIII |
| Dr. Anna L. Ham | Richland Parish Schools | VIII |
| Miss Mary Redd | Tensas Parish Schools | VIII |
| Mrs. Mary Crowley | Franklin Parish Schools | VIII |
| Henry A. Wilson | East Carroll Parish Schools | VIII |
| Ed Stagg | Council for a Better Louisiana (CABL) | |
| Mrs. Lenora Cadwallader | Department of Commerce & Industry | |

## Assessment Staff

Dr. Everett V. Worcester, Director
Dr. Joe W. Campbell, Assistant Director
Mrs. Rebecca S. Contois, Supervisor
Mrs. Betty W. Henslee, Supervisor
Mrs. Sheryl C. Tarver, Supervisor
Sam C. Pernici, Supervisor
Miss Jimmie Steptoe, Supervisor

## Career Education Staff

Dr. Bobby E. Wicker, Director
Joe Williams, Assistant State Coordinator
Dr. Gil B. Browning, Program Specialist

## APPENDIX B

Schedule of Career Education Assessment Regional Conferences

| Region | Location | Date | Number of Participants |
|---|---|---|---|
| I | New Orleans | March 4, 1975 | 32 |
| II | Baton Rouge | February 20, 1975 | 50 |
| III | Thibodaux | February 18, 1975 | 52 |
| IV | Lafayette | February 13, 1975 | 51 |
| V | Lake Charles | February 21, 1975 | 51 |
| VI | Alexandria | February 26, 1975 | 48 |
| VII | Shreveport | February 27, 1975 | 61 |
| VIII | Monroe | February 28, 1975 | 54 |

APPENDIX C

REGION I CAREER EDUCATION ASSESSMENT WORKSHOP

St. Bernard Parish School Board Office
East Chalmette Circle
Chalmette, Louisiana

Tuesday, March 4, 1975

8:30 - 9:00 Registration and Coffee

9:00 - 9:15 Greetings
Dr. Thomas Warner, St. Bernard Parish Schools

9:15 - 9:45 Overview of the Program
Dr. Everett Worcester, State Department of Education

LaAEP Slide Presentation

Goals of the Workshop

9:45 - 11:45 Small Group Age-Level Sessions

Elementary Section

Junior High Section

Senior High Section

11:45 - 1:00 LUNCH

1:00 - 2:30 Continuation of Small Group Age-Level Sessions

Finalization of Key Objectives

2:30 - 3:00 Large Group Session Reporting on Small Group Age-Level Sessions

APPENDIX D

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
LOUIS J. MICHOT
STATE SUPERINTENDENT
P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

February 17, 1975

Dear

During the 1975-76 school year, the Louisiana State Department of Education will conduct a statewide assessment of student progress in career education. In order to insure that this assessment is based upon commonly agreed upon goals and objectives for a good career education program, the Louisiana Assessment of Educational Progress is conducting a series of meetings throughout the state to gain input concerning appropriate career education objectives to assess.

An overall state career education assessment advisory council has been appointed and held its first meeting on January 13, 1975. As a result of this meeting, a series of regional workshops will be held. You have been identified as a person knowledgeable in career education, and thus, we would like to invite you to participate in the regional meeting in your area. The attached information sheet gives the details of this meeting. The information that we gain from these regional meetings will be used to establish a minimum set of goals and objectives to be used in the statewide assessment of career education.

We look forward to meeting with you and hearing your ideas concerning appropriate objectives for career education.

Sincerely,

Everett V. Worcester, Ph. D.
Director
Bureau of State Assessment

EVW:hb
Enclosure

INFORMATION SHEET

Region I Career Education Assessment Workshop
St. Bernard Parish School Board Office
Tuesday, March 4, 1975

1. Approximately 50 people will participate in the Region I Career Education Workshop which begins at 8:30 a.m., with coffee and registration on Tuesday, March 4, and ends at approximately three o'clock that afternoon.

   The purpose of the workshop is to identify objectives for career education programs at the elementary, junior high, and senior high levels that would serve as a guide for program development and assessment at the state and local levels.

2. We have provided the Career Education Coordinator in your parish with enough copies of Bulletin 1409, entitled Louisiana Career Education Objectives--What Should They Be? so that each of you can receive one of these and evaluate it prior to the workshop. We ask that you pay particular attention to the chapter dealing with objectives at the age level you work at or are most interested in; that is, elementary, junior high, and senior high.

3. We ask that you come prepared to present any additional ideas and information pertaining to objectives for students in career education that you would like the group to consider. Also, if you have assessment instruments or items that you presently use that are appropriate for assessing certain objectives found in the guide, please bring them with you to the meeting so that the group may examine them.

APPENDIX E

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
LOUIS J. MICHOT
STATE SUPERINTENDENT
P. O. BOX 44064
BATON ROUGE, LOUISIANA 70804

April 10, 1975

Dear

Enclosed you will find a rough draft of the proposed 9-year-old section of the upcoming booklet dealing with career education goals and objectives which will be published this spring.

We would like for you to examine this copy closely, making any additions or corrections on the copy itself, and return it to us in the enclosed envelop at your earliest convenience. We would like to have revision suggestions in our office no later than April 30.

The final publication will have an introductory section that will tie the three age level sections together. We do anticipate sending you a final rough of the complete publication for final approval before it goes to press.

Sincerely,

Everett V. Worcester, Ph.D.
Director
Bureau of State Assessment

EVW:hb
Enclosures (2)